



Gender Policy

School Mission Statement

St. Michael & St. Martin school follows the teaching of the Roman Catholic Church, in its daily life through celebration of the Liturgy and through following the values taught in the Gospel of Jesus, by:

- Learning our faith.
- Living our faith.
- Loving our faith.

Thus the school recognises the dignity of every human person because s/he is a child of God, while fostering awareness of the world's poor. Equality of opportunity for every person is therefore paramount and precludes all forms of discrimination on grounds of colour, gender, race, social class or ability.

The school aims to nurture the spiritual, intellectual and physical growth of each pupil through a holistic approach, which takes due note of the needs of every child while, at the same time, striving for excellence in all aspects of education in a secure environment.

Aims

Through this policy we aim to:

- Ensure we meet our statutory obligations
- Actively promote gender equality and oppose discrimination in all forms
- Foster positive attitudes and commitment to an education for equality

The equality act (2006) amended the requirement of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality. The School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, regardless of gender. We will ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of service delivery.

This school will not tolerate harassment of people based on their gender or transgender status. We will actively promote gender equality and oppose gender discrimination in all its forms and foster positive attitudes and commitment to an education for equality.

Our commitment covers all aspects of school life and includes:

- Creating a school ethos, which promotes gender equality, develops understanding and challenges myths, stereo types, misconceptions and prejudices
- Taking active measures to investigate, report and act on incidents of gender discrimination
- Collecting and analysing school data and other gender equality relevant information
- Monitoring behaviour, discipline and exclusions to remove all practices, procedures and customs which are discriminatory.
- Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they impact on gender equality.
- Admissions and attendance following LA guidelines
- Staff recruitment and professional development promoting gender equality

However we understand that in a few circumstances it may be appropriate to treat girls and boys differently, if the action is aimed at overcoming previous, current or possible future disadvantage.

Taking active measures to investigate, report and act on incidents of gender discrimination

All members of staff employed at the School have the responsibility to promote gender equality and to report any incidences of discrimination, which may arise in school.

We understand that eliminating gender discrimination and promoting gender equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing out relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures and the disciplinary procedures for staff.

Where issues based on sex and gender come to the attention of the school, these will be dealt with according to our Child Safeguarding Policy and Complaints Procedure Policy, which outlines procedures to follow.

Progress, attainment and assessment

Assessment analysis takes place at least termly. Any findings related to the underachievement of any gender group is highlighted and they are targeted appropriately.

Behaviour, discipline and exclusions

Our procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils irrespective of gender. All procedures for excluding and reintegrating pupils are free from gender discrimination. We aim to develop positive attitudes in children, challenge stereotypes and promote positive role models.

Personal development and pastoral care for our pupils

Through our PSHE curriculum our pupils are comprehensively supported and guided. We actively encourage boys and girls to respect each other as equals and to challenge sexist behaviour and language.

All aspects of teaching and learning and the wider curriculum

Curriculum planning takes account of our commitment to gender equality. The criteria used for setting and other grouping are fair for all pupils. We endeavour to use assessment materials that are free from any unfair bias. Our aim is not only to encourage all pupils to oppose discrimination, but also to make sure they have the skills to challenge stereotyping as and when it occurs. Our School Council gives all children a voice, regardless of their gender; a gender balance in the composition of the Council is always aimed for.

Admissions and attendance

We follow LA guidelines on admissions, which are fair to all gender groups. The school monitors pupil attendance and uses data to develop strategies to address poor attendance, and is aware in some cases absenteeism may be linked to gender.

Staff recruitment and professional development

Recruitment and selection procedures are consistent with the Gender Equality legislation and operate within the framework provided by the LA. Steps are taken to identify, support and provide opportunities for the professional development of staff and governors from all groups.

Out of hours learning

Out of hours learning is open to both genders, unless the activity is agreed by all parties to be appropriate or available to only one gender (e.g. sports teams). We encourage all children to participate in a wide range of sports and after school activities, regardless of gender.

Partnerships with parents and communities

All parents are encouraged to be part of the life in school and can join the Governing body or become a helper in school. All opportunities to provide positive role models for the children are taken, especially if they challenge stereotyping of male and female behaviour.

Visiting speakers who are able to challenge gender stereotyping are welcomed into school and a balance of male and female visitors is aimed for. A programme of off site visits by children avoids gender bias and broadens the interest of both boys and girls.

Roles and responsibilities

Promoting gender equality is the responsibility of the whole school community, including support staff, pupils and parents. At the beginning of each academic school year, school induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process. New and temporary staff to the school will be made aware of this school policy.

The Headteacher and Senior Management Team

Will demonstrate through their personal leadership the importance of this policy. They will:

- Ensure that all staff are aware of the policy and understand their role and responsibility in relation to it
- Ensure that, where additional funding is available for raising the achievement of gender groups, the additional resources are used appropriately and targeted on the basis of identified needs for this purpose.

Curriculum Subject Leaders

Will be responsible for reviewing and monitoring curriculum policies and Schemes of Work to ensure that gender equality is promoted and bias addressed immediately.

Reviewing the Gender Awareness Policy

Review of this policy will form the basis of an action plan where appropriate. It may also link to other action plans the school is obliged to produce, such as the School Improvement Plan. Subject leaders should refer to this policy when reviewing and updating their curriculum schemes of work. This policy will be reviewed within the school policy cycle.

Related Policies:

- Anti-Bullying
- Complaints
- Disability and Accessibility
- Inclusion/SEN
- Teaching & learning
- PSHE – Citizenship
- Race Equality
- Safeguarding
- Sex & Relationships

Racial Equality & Equal Opportunities Statement

All staff have equal access and inclusive rights to their work regardless of their gender, sexual orientation, race, disability or ability. The School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential

Review

This policy will be reviewed every two years .

Adopted:

Presented to Governing Body for Review / Approval :

Agreed and Approved by Governing Body :

Paul Lemaire - Chair of Governors

Date :12 / 10 / 2022

Review Date : October 2024

Person Responsible : Nicola Duggan
Sabina Bell

